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GUIDE BOOK

FOR

TEACHERS OF ADULT ELEMENTARY STUDENTS



ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

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FOR

TEACHERS OF ADULT ELEMENTARY STUDENTS

By

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AND

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH, NORTH CAROLINA

1939

FOREWORD

This Guide Book has been prepared for new literacy teachers and for volunteers in the literacy field. The need for such a book is definite. In the Adult Education program there are, of necessity, many new teachers. The large number of new teachers is due to the fact that the program is a new one. One volunteer group of considerable proportions is made up of selected upper classmen from many of the fifty-six colleges in the state. The presidents of these colleges have expressed an interest in many counties in reducing illiteracy to a minimum by 1940. During the year 1938-1939, many college students are teaching their illiterate neighbors—just off the campus—to read and write with most satisfying results. Public school teachers are finding that the teaching of their illiterate patrons is paying real dividends in terms of better home and school relationships.

Specifically the State-wide Coordinated Literacy program, planned for this year, will attempt to make literate every patron of the public schools, every welfare client, every WPA worker, and every holder of a driver's license now classed as illiterate. In this connection there are now available the names and addresses of more than 3,000 holders of automobile drivers' licenses who sign their names with an X mark, and more than 30,000 illiterate school patrons.

The two-fold purpose of this Coordinated Literacy Drive is to get ready for the 1940 census and to get these students in Community Schools so that they may continue their education. Each student will be taught to write his name and address and to master the reading of three or four lessons for absolute beginners during this literacy drive. This will encourage the student to enter regular Community School groups. These activities of the literacy teachers and of the literacy volunteers constitute a service to the community, the county, and the state.

The new teachers and volunteers are urged to consider the suggestions and materials in the *Guide Book* as an introduction to Gray's *Manual for Teachers of Adult Elementary Students* and the *Citizens' Reference Book, Vol. I*. They will no doubt find it an unforgettable experience to teach men and women to master the tools of learning, enabling them to carry out their purposes and to attack their own problems.

CHAPTER I

METHODS, PRINCIPLES, AND PROCEDURES

Basic methods for modern, imaginative teaching should enable the student to:

Start where he is.

Go in the direction he wants to go.

Go at his own pace.

Make immediate use of new learnings for present purposes.

See next definite steps ahead.

Want to take those steps.

FINDING THE ADULT ILLITERATE

County and city director and head teachers will use the following sources to secure names and addresses of prospective students:

Personal visits to the homes of the illiterates (by far the most important)

Public schools, superintendents, principals, teachers, PTA summer round-up chairmen and grade mothers

Tax listers, tax books, tax lists, and tax abstracts

Election registrars

Juvenile courts (names of clients and their parents)

WPA case records and 402's

Department of Public Welfare, including Social Security workers, case records, and commodity clients

Farm Security clients (Resettlement Office)

Local farm and home demonstration agents

Local offices N. C. State Employment Service

Workers' Compensation work cards

Health officials

Law enforcement officers

Banks, post offices, and mail carriers

Industrial plants and labor unions

Business firms and insurance agents

Rural ministers and other church workers

Rural store keepers.

NOTE: Assistance in making the census may be secured from members of women's clubs and from civic, social, patriotic, fraternal, and religious organizations. Only tactful and understanding individuals should be asked to visit in homes or to come in contact with the prospective students.

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APPROACHING AND SECURING INTEREST OF THE STUDENT

Even more difficult than finding the student is approaching him, at least for a new worker. The more experienced ones have discovered half a dozen psychological principles which are effective in doing away with both the student's embarrassment and the teacher's. They have found:

1. That the adult illiterate may be, and often is, progressive—open to new ideas—but not plastic, i.e., not shaped readily by any new suggestion, and that *repeated and varied efforts* must be used to secure interest.
2. That slantwise suggestions are far more likely to be accepted than direct suggestions, on the principle that a flank movement succeeds when a frontal attack fails. The teachers say, "We are planning to have a Night School in this neighborhood. Do you know anyone who would be interested in coming to it?" rather than "Won't you come to our Night School?"
3. That any adult is more susceptible to suggestions that come from one clothed with prestige. The dictionary tells us that prestige is that which excites such wonder or interest or admiration as to paralyze the critical faculty. So the teachers associate with themselves someone from whom this prestige can be reflected, or who will recount what the schools have done for him or his neighbors in some other place.
4. That imagination and feelings must be appealed to rather than reason through arguments. The teachers remember their own moods when their predominant feeling is just to be let alone. By the opportunities they can offer, they try to appear as the open door into a new life.
5. That reiteration of the same idea in various forms is helpful to the production of an effect upon any person in a normal state of mind. The teachers plan at least half a dozen points of attack when trying to secure interest—wives, employers, children, jobs, friends. They know that what strikes us from all directions at almost the same time has a tremendous effect.
6. That the type of our students is distinctly individualistic with a strong consciousness of personal freedom, free-will, and a tendency for each man, if not to think for himself, at

least to value and rely on his own judgment and opinion. Abraham Lincoln has so surely reached the very heart of the matter of approach that each new teacher is given his words as a summary of our method of approach: "If you would win a man to your cause, first convince him that you are his friend. Therein is a drop of honey that catches the heart, which say what you may, is the greatest highroad to his reason, and which, when once gained, you will find but little trouble in convincing his judgment of the justice of your cause, if indeed that cause be really a just one. On the contrary, assume to dictate to his judgment or to command his action, or to mark him as one to be shunned or despised, and he will retreat within himself, close all avenues to his head and heart. Such is man, and so must he be understood by those who would lead him, even to his own interests."

DISCUSSING WITH THE STUDENT HIS INTERESTS, PURPOSES, AND PROBLEMS

The skillful teacher will not lose an opportunity to learn the interests, purposes, and problems of each of her students. This can be done in a number of ways. Probably the most effective means to be used are: (1) informal conferences, (2) tactful questioning, and (3) the filling in of simple questionnaires.

The adult illiterate will talk rather freely to the teacher after she has gained his confidence and shown sincere interest in him and his problems. While filling in the census and enrollment blank, experience has shown that a student can be led to give valuable information concerning his interests, purposes, and problems. The teacher can thus secure and record facts or information on which to base the student's future lessons. The teacher will be constantly on the alert to see that she is meeting and satisfying the interests of the student and that she is helping him to solve his own problems.

The chief interests of adult elementary students as shown by a nation-wide study:

1. Jobs.
2. Self and Home Improvement (Children are included in this).
3. Community Relationships (Finding own place in community life).

4. Recreation (Emphasis on travel, seeing and hearing new things, music, flowers, radio, movies).

Are these the interests of your students?

In what order would they rank them? (1, 2, 3, 4)

What kinds of recreation do they like best?

What kinds of recreation do they now have in their homes and communities?

Modern economic and social problems closely related to the interests of adult elementary students:

Interests

1. Jobs
2. Self and Home Improvement
3. Community Relationships
4. Recreation

Modern Problems

- Unemployment
- Education
- Housing
- Household Management
- Soil Conservation, etc.
- Farmers' Cooperatives
- Consumers' Cooperatives
- City and rural groups
- Wiser use of leisure time

PLANNING FOR THE FIRST SCHOOL SESSION

The place of meeting may be a school building, a church, a vacant room over a store, a home—any available place to which the students like to come. But wherever it is, it will be at its best, whatever that best may be. There will be no set program, but the experienced teacher usually plans to make the first class program serve at least six important purposes:

1. To increase the interest, enthusiasm, and confidence of the students. One method: Welcome each student and make him feel at home. All of the other activities of the evening are planned with this purpose in mind.
2. To learn as much as possible of the background, the interests, the purposes, the problems, and the abilities of the students. Suggested method: (1) Ask each student to fill out enrollment blank or give the information for filling it out. (2) Try out certain informal tests in arithmetic and spelling. (3) Talk with the students before school, after school, and while you are helping them fill out the enrollment and autograph blanks.

3. To help students organize themselves into groups in which they can do their best work—beginners, intermediate, advanced. Suggested method: (1) Discover their ability in filling out the enrollment blank. This will test them in reading, in writing, and in thinking. (2) Try them out in simple number work. The intermediate and advanced groups (according to the enrollment blank) may work selected problems in the Citizens' Reference Book (as those on page 147, Book II). The beginners may make or copy numbers to ten and add very simple numbers (as those on page 109, Book I). (3) Try them out in spelling: Dictate two short sentences to the advanced group. Use some of the difficult words in the Period II spelling list.
4. To provide definite and vital instruction. Suggested method: Make sure that each student learns at least one new thing in the subject in which he is most interested. This may be accomplished during the above activities.
5. To supply information of general interest relating to plans for the school term.
6. To encourage a spirit of comradeship. Suggested method: (1) Bring all groups together for closing exercises. (2) Sing a familiar song (all groups and the teacher). (3) Discuss possible plans for the term and secure suggestions and choices from the students. (4) Read an appropriate poem. Ask students to join in repeating parts of it. (5) Ask everyone to repeat the Twenty-third Psalm and the Lord's Prayer. (6) Ask all to join in singing the favorite Community School song "Higher Ground." (7) Give a brief, cordial, enthusiastic invitation to all students. (8) Give to each individual a sense of satisfaction, a feeling of power. See that he has a good time and make him feel important and interested in coming back for the next meeting.

OBTAINING AND MAINTAINING REGULAR ATTENDANCE

1. Attractive and comfortable physical conditions.
2. Friendly hospitable atmosphere.
3. Appropriate grouping of students.
4. Well-planned lessons, based on the interests, purposes, and problems of the students.
5. Frequent measurements of progress.
6. Use of duplicate independent workbooks by each student.

7. Varied, pleasant activities in the program, with occasional surprises.
8. Effective exhibits, planned for specific purposes.
9. Careful planning and development of school and community projects.
10. Visits to absent students by members of the attendance committee of the student organizations.
11. Personal interviews by teacher, supervisor, or director, with maladjusted students.
12. Beginning and stopping on time.
13. Frequent rewards for honest effort and progress.
14. Teacher one of the group—not on a pedestal.
15. Frequent checking up by the teacher of her own techniques and frequent observation of other teachers when possible.
(See Gray's Manual, p. 25.)

TEACHING CLASSROOM SUBJECTS TO THE ADULT BEGINNER

WRITING HIS NAME

First Lesson:

Ask the student to make his mark as he has always made it, or make an effort to write his name. After student makes his mark it is well to assure him this is the last time he will have to do this. Tell him that he will soon be signing his own name for himself. Be sure to keep first efforts or X mark on Lit. 4. (See page 24.)

Write a copy of the student's full name while he looks on.

Ask the student to copy what you have written.

Watch for difficulties and help the student to overcome them by:

Drilling on capitals and letters on which the student needs help.

Giving suggestions on where to begin and how to join.

Making complete copy of name, writing slowly while the student watches each movement.

Make 10 or 12 copies of the name on ruled paper, leaving adequate space for copying. Break name into parts and drill on each letter. The last copy should always be complete to give the student a picture of how his full name looks.

Drill until student can copy without help.

Leave at least 12 copies of the name with ample space between each copy for home practice. Draw lines if paper is not ruled.

Urge student to practice copying or writing his name five times or more each day at intervals.

Notes: 1. Be cordial and natural in approaching new acquaintances.

2. Show interest in his children, garden, etc.

3. Try to help student overcome timidity and fear of ridicule.

4. Write a copy of name, put a pencil in hand, and ignore his embarrassment. He will then usually try to write.

Second Lesson:

Check work done by students since last lesson.

Note good points.

Give encouragement.

Look for difficulties.

Clear up difficulties by:

Discussing his problems with the student and by

Drilling on recognized weak parts.

Help the student to gain confidence by:

Spelling his name with him letter by letter as he writes and

Showing him where to begin, how to join, how to slant, and how to make the general movements.

Make a good clear copy of the student's name and ask him to copy slowly and carefully to get it in his mind, then to turn the paper over and try to write from memory, looking back at copy as often as necessary. (See page 11.)

Commend student's efforts and give him a feeling of satisfaction.

Leave 20 copies of his name, well-spaced, for student's home work.

Third Lesson:

Review the work done in Lessons I and II.

Get student's best work on autograph blank, Lit. 4.

Teacher to fill entire blank correctly.

Under remarks give facts about student, his progress, his family, etc.

Note: A filled blank for each literacy student is to be saved for showing progress. Three efforts for each student will be excellent. A snapshot of student will add greatly to the value of the autograph book.

Check to see that student writes name in life situations at least a half dozen times:

On Lit. 4 for State and District autograph books.

In teacher's personal autograph book.

In other students' autograph books.

On child's report card, on work card, checks, etc.

- Notes:
1. The average normal adult should master the copying of his name in three or four lessons.
 2. Be sure that student can write his name with ease, and get his promise to continue to do his own writing.
 3. Make him literacy-conscious and interested in being ready for the 1940 census.

Fourth Lesson:

Devise interesting situations for writing name and help to smooth out any difficulties still remaining.

Make copies of student's address and other letters of alphabet.

Discuss with student his experiences in signing his name. Ask him to promise to sign it himself whenever the occasion arises. Inspire him to want to gain functional literacy—to write letters, to read the Bible, the newspaper, and to keep his own accounts.

Each student will be given a minimum of 8 one-hour lessons or 16 one-half hour lessons. Carefully prepared practice work will be done by the student between lesson periods.

Follow-Ups:

Before dropping his or her students the volunteer teacher will help each of them to do one of the following:

To enroll in a regular class if an adult teacher is available.

To take correspondence work with someone on the adult education staff.

To get self-help books and materials for continuing his learning, such as: Citizens' Reference Book, note books, dictionary, etc.

To get help from member of family or neighbor.

Note: Stimulate the student to want to learn to use a library and to continue his education throughout life.

TYPE OF FIRST WRITING LESSON FOR AN ABSOLUTE BEGINNER

Mary King

m m m m m

a a a a a

ar ar ary ary ary

Mary Mary Mary

K K K K K K

Mary King

Note: It is understood, of course, that this will be on ruled paper with at least three blank lines between each copy. (See first line.)

WRITING AND ENGLISH

Principles and Procedures:

In teaching writing to adult beginners, the teacher will use methods which will enable the students to attain legibility, correct spacing, slant, height, and reasonable speed.

She will remember that the main difficulties for the student are:

Where to begin and how to join.

That the writing of one's own name is highly motivated and should be started at the very first lesson period.

That it is important for the student to have correct position.

That arm movement is unimportant and should not be stressed.

That each student should have two blank note books for practice work.

That the changing of print to script may begin by lesson eight and be used frequently thereafter in home and class work. This is an excellent means of helping the student to become independent in his writing.

That letters in groups of similar formation help the student to master the alphabet more quickly.

Twenty Lessons in Writing and English for Period I.

The following outline is taken from Citizens' Reference Book, Vol. I, and Gray's Manual, and is for adaptation to the needs of individual students and may be used as one means of measuring progress. Lessons for students in class and at home follow:

- Lesson I. Copy name. Learn a, d, g, q.
- Lesson II. Review lesson I. Drill on difficult letters in name. Copy address and date.
- Lesson III. Write name from dictation. Write address and date from copy. Learn o, l, h, b, k, f.
- Lessons IV, V. Review lesson III. Write name and address from dictation.
- Lesson VI. Review all previous lessons. Sign name in life situations if possible. Learn i, j, u, w, p, t.
- Lesson VII. Review i, j, u, w, p, t. Write name from memory.
- Lesson VIII. Write name in various life situations. Copy spelling words from reading lesson (print to script).
- Lessons IX, X, and XI. Learn m, n, v, x, y, z. Learn address and date line for letter. Copy abbreviations Mr., Mrs., Dr., St., Ave., N. C., D. C.
- Lesson XII. Learn c, o, r, s. Copy names of members of family and friends.
- Lesson XIII. Drill—ba, be, bi, bo, bu, br and I. Copy short script letter.
- Lesson XIV. Drill—ob, of, og, oh, om, ov, ox, B, P, R. Write short letter from dictation.
- Lesson XV. Drill—va, ve, vi, vo, vu, vr, F, H, K, T.

- Lesson XVI. Drill—wa, we, wi, wo, wu, wr, M, N, U, V. Spelling words.
- Lesson XVII. Drill—wr, wh, tr, th, W, X, Y, Z. Copy letter from print.
- Lesson XVIII. Drill—A, C, D, E, O. Copy sentences from reading lessons.
- Lesson XIX. Drill—qu, aqu, I, J, G, L, Q, S. Spelling and sentences from dictation.
- Lesson XX. Drill—"The quick brown fox jumps over the lazy dog." (Every letter in the alphabet is included in this sentence.) Recognize small capital letters. Write the alphabet in notebook if possible without copy. Write the small and capital letters from dictation and from memory.

Note: See Citizens' Reference Book, Vol. I, pages 69 to 108, and Gray's Manual, pages 49 to 51.

READING AND SPELLING

The aims for reading in this period are: (1) To give the student in a minimum time the mastery of the mechanics of reading so that he can quickly get the thought from the printed page. "To get, to feel, and to give the thought."* (2) To create within the student a desire to read for himself good books, magazines, and newspapers. These aims may be attained through a combination of methods. The sequence will always be: the central thought, the sentence, the phrase, the word, the name and sound of the letter.

Notes: Each reading lesson will have three parts: (1) Development (Preparation), (2) Reading of the lesson (Activity), (3) Application and supplementary drill (Follow-up).

There are two types of reading: (1) Silent or thought getting, (2) Oral or talking from print. With the absolute beginner, the teacher begins with the oral reading preceded by questions and as much response as possible from the student.

There are three types of reading materials: (1) Informal, prepared by teacher, that relates to the experience of students.

*Improvisations and simple dramatizations are useful in giving thought of materials read in group situations.

(2) A Basic Reader. (3) Very simple beginning books such as Highway Signs, Our Home, etc.

For the coordinated literacy drive period, the teacher or volunteer will do as much as possible to stimulate interest in reading at least four of the lessons in one of these easy books. If a student is unusually ambitious and reads all twenty of these lessons, he should have some recognition for this achievement. A gospel or some other book in which the student is interested may be given as an award and a stimulus to read more.

Spelling may well be taught in connection with reading and writing lessons. The teacher will help the student to see (with eye and brain), to hear, to pronounce, and to write the new word he is trying to learn.

The student should acquire a spelling consciousness and learn to look up words in alphabetical list, preparatory to learning to use the dictionary.

References: Bulletin 27, Gray's Manual, Citizens' Reference Book.

ARITHMETIC FOR THE ADULT STUDENT

During the coordinated literacy drive, efforts will be made to harness the interests of the student, to find his most urgent purposes and to enlist him in adult classes. Many students, particularly the men, are deeply interested in learning to "figger." When an individual desires, the teacher may put simple arithmetic problems in his note books.

The specified method of teaching arithmetic is for the teacher to help the student to review, to learn new facts, to practice, and to apply.

For the very first lessons students may practice the making of numbers to 100 and do addition and subtraction problems within range of student's interest and ability. Students are often interested in numbering pages in note books, reading the calendar, counting money, and in some cases, learning to tell the time of day. Most of them can do the last. The teacher is urged to study pages 62 to 77, Gray's Manual, for more help in teaching arithmetic. See outline for adaptation, Citizens' Reference Book, Vol. I, pages 109 to 132.

ENABLING ADULT ELEMENTARY STUDENTS TO ATTACK THEIR OWN PROBLEMS OF ADJUSTMENT AND ENRICHMENT

Some of the methods which have proved useful in enabling the student to attack his own problems are observation, preparation,

discussion, and follow-up, including reading and the application of new learnings.

Types of information desired by many students are:

- What to do in time of sickness.
- How to keep well.
- What to do in case of injury.
- How to get a job.
- How to become a wiser parent.
- What kinds of foods should be eaten.
- How to spend money wisely.
- How to budget expenses.
- How to keep property in order.
- How to improve conditions in the home.
- How to get along with other people.
- How to take part in community affairs.

ADJUSTMENT AND ENRICHMENT PROBLEMS (In connection with a trip)

- Where to go.
- What to wear.
- How to get there.
- How to plan for the trip.
- Distance (trace route on map).
- Things I will see on my way.
- Things I will see and hear when I get there.
- Distinguished guests I will meet.

HOW TO BEHAVE IN PUBLIC

- I will leave snuff and tobacco at home.
- I will put paper and trash in cans.
- I will not use chewing gum.
- I will not spit in public places.
- I will not push or crowd.
- I will not leave or walk around or talk during the program.
- I will be courteous to everyone.

HOW TO TAKE CARE OF CHILDREN

- I will leave my children at home for their own comfort, as well as mine.
- I will leave them in careful hands.

I will give them a party before I go and when I get back.
I will teach my children to be self-reliant and unselfish.

ENABLING THE STUDENT TO MEASURE HIS OWN PROGRESS

Very definite means by which the adult elementary student can measure his own progress are: (1) Dated autographs and other specimens of his work clipped together, arranged on a poster, or kept in a folder. (2) Duplicate note book containing most of his practice work, each lesson numbered and dated. (3) Personal achievements, such as copying or writing a letter, reading a certain number of pages, spelling a given number of words, etc., checked against early efforts of work. The teacher discusses these materials with the student and points out his progress and helps him to evaluate what he has accomplished.

While filling enrollment blanks, the teacher discovers and records the interests, purposes, and problems of each student. Step by step, as the individual student masters the writing of his name, the letter groups, the copying of script, the changing of print to script, and doing simple lessons in other tool subjects, the teacher helps him to apply these new learnings to the solving of his own problems. She gives recognition and encouragement and leads the student to see how increasingly these learnings will function in his life.

AIMS AND OBJECTIVES

General Objectives: The two-fold purpose of the North Carolina Adult Education program is (1) Adjustment and enrichment for individuals, (2) Conservation of human resources for the State.

Specific Literacy Objectives: (1) Forestalling and reducing illiteracy to a minimum. (2) Working for more abundant living through a richer and more resourceful life. (3) Providing for character building through child-care and training. (4) Providing better home conditions, a more normal home environment and better physical and mental health standards for the underprivileged group. (5) Improving economic and social status of the group through education, vocational guidance, the sale of craft articles, the securing of better jobs, etc. (6) Working for more active participation in community and civic affairs.

SUGGESTIONS TO THE TEACHER ON MEASURING PROGRESS

An essential step in planning to measure progress is to set up clear-cut *objectives* in the *beginning* of the project. The object-

ives which students and instructor are trying to reach should be stated in clear and understanding terms. This statement of objectives then becomes the plan against which to check. We shall need to set devices for checking each of the objectives. Measuring progress in only one or two of the objectives is not enough. We must have the total picture. Stated a little differently:

Know what you and your students are trying to do.

State your general problem, your specific problem, and your enabling problems clearly.

Check on each to see whether or not you have accomplished it. After each check, write the words as shown by and set down your proof.

Be satisfied with nothing less than the total picture.

Have many types of tests (measurements of progress).

Use them frequently and always without tension.

Record the results.

Organize study and use the results.

Build up a pattern of results in each student's cumulative record, together with personal impressions and all available facts in the student's background and achievement.

Make decisions as to placement, promotion, guidance, and rewards on the total picture of the student's abilities, aptitudes, character, and potentialities.

Notes: 1. Basic purpose guidance.

2. Students and teachers will have excellent opportunities to measure their progress through participation in a well-planned culminating activity, either local or state-wide.

SOME IMPORTANT GOALS FOR ADULT ELEMENTARY STUDENTS

Correct spelling and correct use of capitals and simple punctuation (Dictation, a great help).

Correctness attained in all work done.

Use of alphabetical list and of the dictionary.

Mastery of the arithmetic needed for every-day problems.

Love of good reading implanted.

Closer contact with national, state, county, and local agencies.

High standards of living for a normal, happy life.

OBJECTIVES FOR GROUPS I TO III

ABSOLUTE BEGINNER—A student who cannot write his name, read the first page in a first reader, or make the figures to 10 is considered an absolute beginner.

FIRST GROUP (I)—Before leaving the first group the students should be able to do the following things: (1) Recognize and write all small letters, recognize all capital letters. (2) Write name, address, and very short sentences. (3) Change print to script. (4) Read through a first reader of average first-grade difficulty. (5) Spell 50 words. (6) Read and write numbers to 1,000. (7) Add simple numbers with carrying.

SECOND GROUP (II)—Before leaving the second group, a student should be able to do the following things: (1) Write legibly and correctly a short personal letter. Write a short business letter, ordering something that will bring concrete results. (2) Read through a second reader of average second-grade difficulty. (3) Spell 150 words. (4) Read and write numbers to 10,000. (5) Subtract numbers of five or six places in problems involving "borrowing."

THIRD GROUP (III)—Before leaving the third group, students should be able to do the following things: (1) Write correctly several types of personal and business letters. (2) Read books of third-grade difficulty and selections from the Bible, newspapers, and magazines. (3) Spell 500 words. (4) Read and write numbers to 1,000,000. (5) Solve problems in long division with 3 figures in the divisor and 6 or 7 in the dividend.

SOME DESIRABLE ACHIEVEMENTS FOR FUNCTIONAL LITERACY

ARITHMETIC

Demonstrated ability to do problems involving two or three of the fundamental operations.

Demonstrated ability to make a budget for any given income.

Demonstrated ability to add, subtract, multiply, and divide fractions and to solve daily problems involving these operations.

Demonstrated ability to solve problems in simple interest needed in everyday life.

Demonstrated ability to solve all problems involved in student's occupation.

ENGLISH

Demonstrated ability to write with fair facility an original paragraph of six or seven sentences upon a subject within the range of experience or interests. Such a paragraph should show:

- (1) An absolute mastery of the "sentence idea."
- (2) Freedom from glaring grammatical mistakes.
- (3) Correct spelling of all ordinary words.
- (4) Unfailing use of the commonest marks of punctuation.
- (5) Some evidence of the attention to matters of sentence structure and to the choice of words.

Demonstrated ability to write correct personal and business letters.

ORAL ENGLISH

Demonstrated ability to stand before a class and talk for three minutes on a subject within the range of their knowledge or experience, speaking plainly, in a given number of clean-cut sentences and without common grammatical mistakes.

READING

Demonstrated ability to read a newspaper or magazine article, or chapter in elementary history, and give the thought contained.

SPELLING

Demonstrated ability to use the dictionary freely and rapidly.
Demonstrated ability to spell 90 per cent of the Ayres' list of 1,000 words.

WRITING

Demonstrated ability to write legibly all small and capital letters with correct slant, height, and spacing, and to acquire reasonable speed.

HISTORY

Demonstrated ability to discuss problems of history, current events and public affairs in groups.

ADJUSTMENT AND ENRICHMENT

Demonstrated ability to discuss problems or situations based on materials studied in Community Schools and to make satisfying use of certain new learnings.

See summary of objectives for three periods, pages 32 to 34, Gray's Manual.

CHAPTER II

MATERIALS

LITERACY WORK KITS

For County Supervisor, Director, or Head Teacher

County or city spot map and charts showing location of all illiterates, (1 chart for checking results)
Gray's Manual for Teachers of Adult Elementary Students
Morriss' Citizens' Reference Books—Vols. 1 and 2
Wil Lou Gray's Bible Story Reader
Composition and Writing Book by Kelly and Morriss
Lesson Units on—Home, Safety, North Carolina, North Carolina Crafts, Jobs, Health, etc.
Other books for awards

For Teacher or Volunteer

Gray's Manual (if possible)
Small autograph book for first and best efforts of all students taught to sign name
Census and Enrollment Blanks (Lit. 3), one for each student
Autograph Blanks (Lit. 4), four for each student
Citizens' Reference Book, Vol. I, by Elizabeth C. Morriss
Large-print Testament or Gospel
Song books
Our Home, Home Series, Book I
Highway Signs, Highway Safety Series, Book I
Bible Story Reader by Wil Lou Gray
Flash cards, based on Citizens' Reference Book and other reading lessons
Signs encountered in every-day life
Other materials—pictures, pencils, newspapers, paper, magazines, and dictionary
Blank note book for teachers, organized for keeping the following:

1. Daily Record
 - Number of visits made
 - Number of miles traveled (walked or driven, total)
 - Number of hours worked
 - List of absolute beginners found
 - Students' interests, purposes, and problems
 - Human interest stories and other notes
 - Special personal comments, ideas, etc.

2. Data Collected

List of illiterates not taught. Give names and addresses and state those who are not enrolled

List of illiterates unable to copy name after five lessons

List of cripples and other defectives, mental and physical

Roll of all taught with number and date of lessons, age, address, progress, etc.

List of leaders, both literate and illiterate, who may help in getting adult schools started and keep up interest in Adult Education program

Plans for opening of schools in fall, including suggestions as to place of meeting, probable number of students, etc.

For Adult Students

Six-Lesson Leaflets (Reading)

Note books for independent work on individual problems
(two for each student, 5¢ each)

Pencils

Scratch pads

Twenty Lessons on Home or Highway Safety

Large-print Gospel, 20¢

Morriss' Citizens' Reference Book, Vol. I, 50¢

Autograph book for collecting autographs of friends

RECORD FORMS

Suggestions to the teacher on the use of certain forms. (See sample forms pages 22 and 23.)

Literacy 3 (Census and Enrollment) has a two-fold purpose. It will be a permanent record in the county office and should be filled out as completely and accurately as possible. It may be used as an informal test of the literacy rating of students. In interviewing prospective students the teacher should ask them to fill in this blank and not offer any assistance whatsoever, unless the person asks for help. If help is given, be sure to so state on blank. If student cannot sign his name, ask him to make his cross mark and teacher writes in name and all other data on the form.

Literacy 4 (Autographs) should be filled at the first lesson as soon as *Lit. 3* is completed. If this was made by or for student during the census period, it will not be necessary to fill out again.

If student cannot write his name, have him make his X mark and teacher write his name, remarking that this is the last time he will ever have to sign his name with a cross mark. Give as much assurance and confidence as possible to the student and find out his purpose in wanting to read and write. Under remarks tell something interesting about the student—his age, family, attitudes, purposes, etc. Give date and number of lesson. Be sure to fill in three copies each time. The teacher should have at least three different lessons in duplicate or triplicate of Lit. 4 filled in by all students, numbered and dated to show progress. These are to be clipped together for each student and given to supervisor, when requested. Ask the student to sign this blank as a pledge that he will always write his name and never go back to making his X mark.

Literacy 7, Revised (Monthly Report) is to be filled in monthly by each teacher and compiled by head teacher for the entire county. This county report should be made in duplicate and one copy sent to the area supervisor before the 10th of each month.

Literacy 12 and 13 (Honor Rolls) are to be one of the various follow-ups and a check on the uses made by the students of their new learnings. If possible, get these filled in triplicate.

Note 1. The terms Literacy 3, Literacy 4, Literacy 7, Literacy 12 and Literacy 13 are codes for forms in regular use in the North Carolina Adult Education program.

Note 2. Personal autograph books for students and teachers should be most helpful in motivating name writing.

SAMPLES OF RECORD FORMS

Lit. 3 (Revised)

ENROLLMENT BLANK

(Form)

Date..... County.....

1. I can write my name and address. I am ready for the 1940 Census. Yes..... No.....
2. I have completed..... grade in public school. Date.....
3. I have attended adult school. No..... Yes..... If so, where.....
When..... Teacher's name.....
4. My name is.....
5. My address is.....
6. I am married. Yes..... No..... No. children in family.....
7. I am employed. Yes..... No..... Where..... What.....
8. My county is..... My age is..... My sex is.....
9. My church is.....
10. My friends who cannot read and write are.....
11. I want to learn how to write because.....
12. I want to learn how to read because.....
13. I want to learn how to figure because.....
14. I want to learn the following things.....

Information obtained by: Name..... Race.....
Area No..... Community..... P. O. Address.....
Teacher's Remarks

ADULT ELEMENTARY STUDENTS

23

Lit. 12

STATE HONOR ROLL

(Form)

Adult Students Who Now Sign Own Name to Meet Daily Needs

Name & Address (In student's writing)	Age	What did you sign first?
1.....		
(etc.)		
Teacher.....	Race.....	Address.....
County.....	Area.....	Date.....

Lit. 13

HONOR ROLL ADULT STUDENTS WHO READ FIRST NEWSPAPER

(Form)

Name & Address (In student's writing)	Age	Name of paper read
1.....		
(etc.)		
Teacher.....	Race.....	Address.....
County.....	Area.....	Date.....

TEACHER'S MONTHLY REPORT COORDINATED LITERACY DRIVE

(Form)

Date.....

County..... Area.....

STUDENT ACHIEVEMENTS FOR MONTH OF: 19.....

I. No. taught to sign name since July first, 19.....

II. Average no. of lessons required to learn to sign name legibly.....

III. No. taught to write name, address, and to read 2 or 3 pages of simple reading matter.....

IV. No. taught to copy a letter and to read 10 pages.....

V. No. taught to write a one-paragraph original letter and to read 20 pages.....

VI. Enrollment:

Men..... Women..... Total..... Average age.....

VII. Average Daily Attendance:

Men..... Women..... Total.....

TEACHER'S WORK RECORD

I. Total no. illiterates found..... No. enrolled.....

II. No. individuals interviewed and not enrolled.....

III. No. defectives: Mental..... Physical.....

IV. No. community meetings..... No. attending..... Students..... Visitors.....

V. No. visits made.....

VI. No. miles walked..... Driven..... Total miles traveled.....

Write on back of this or attached sheets a brief narrative report on what has been done, difficulties encountered, and solutions attempted, also names and addresses of all students enrolled.

In which of the following are your students most interested? Rank in order of their interest:

1. Jobs 3. Community relationships

2. Recreation 4. Self and home improvement

Teacher's Name..... Address..... Race.....

Communities surveyed

Lit. 4

STUDENT'S AUTOGRAPH

(Form)

Name.....	Lesson No.....
Address.....	Sex.....
County.....	Race.....
Teacher's Name.....	Date.....
Remarks.....	Address.....

Note: These forms will be respaced to fill a complete page for actual use.

CHAPTER III

MANAGEMENT PROBLEMS

FOR SUPERVISOR OR HEAD TEACHER AND COMMUNITY SCHOOL COUNCIL

To secure cooperation of the public :

1. Send out letters at appropriate times asking for the support of civic groups, patriotic groups, employers, ministers, interested individuals, club women, school officials, and others.
2. Ask interested individuals and organizations to work for the creating of attitudes that will encourage illiterates to enroll in classes and to help them overcome their timidity and fear of ridicule.
3. Work out plans for wise and helpful publicity. Answer inquiries of local newspapers. Public relations committee of Advisory Council.
4. Enlist the interest of employers in having all their employees technically and functionally literate.
5. Ask the assistance of school officials, PTA and other groups in making certain school districts and areas 100 % literate.
6. Consider the "Coordinated Literacy Drive" as a preliminary to opening of adult classes in all communities.

To give most vital assistance to teachers:

1. Help the teachers to carry on the drive by working on their transportation problems.
2. Supply students' names and addresses to the teachers and help them plan for enrolling all illiterates listed.
3. Help teachers and students plan activities for community meetings. For example:

Singing
Giving of plays
Collecting autographs
Spelling bees
Playing games, etc.

FOR TEACHERS OR VOLUNTEERS

To prepare for the Coordinated Literacy Drive:

1. Work out transportation problems by the teachers' going (1) with each other, (2) with paper carriers, (3) on milk trucks, (4) by other local means.

2. Secure help for transportation plans for head teacher, director, and sponsors to furnish money, gas, or cars.
2. Organize work in new communities and get as many new students as possible.
4. Find and record the adult students:
 1. Get lists from the supervisors.
 2. Make house-to-house visits with county director or head teacher.
 3. Get names of other illiterates from those visited.
 4. Fill out enrollment and autograph blanks and set definite time for next lesson or meeting.

To teach the students:

1. Give 8 or more lessons to each beginner, and see each student at least once a week (twice is better).
2. Meet in groups when possible.
3. Keep a number of dated specimens of each student's work, autographs, etc.
4. Clip all the work of each student together and give to director or head teacher when requested. This is helpful in measuring student's progress.
5. Keep accurate reports and send to director or head teacher monthly.
8. Give to the area supervisor at the end of the drive all final reports and records.
7. Make with supervisor's or head teacher's help:
 1. Autograph books for area and state offices.
 2. Definite plans for opening a school and for enrolling all students taught.

FOR ADULT STUDENTS

1. To budget time so as to attend classes and to give most possible attention to the business of learning.
2. To secure books and materials to use them effectively.
3. To help teachers find other students and encourage them to enroll.
4. To help in planning community meetings.
5. To work with the teacher on the Adult Education theme, "Changed communities through changed lives and changed homes."
6. To make a budget and try to save money for the culminating activity trip.

APPENDIX

ENRICHMENT MATERIALS

GOOD HEALTH PRACTICES

Good health practices that adult students may read, write and teach to their children:

1. Taking a full bath more than once a week.
2. Brushing the teeth at least once every day.
3. Sleeping long hours with windows open.
4. Drinking as much milk as possible, but no coffee or tea for children.
5. Eating some vegetables or fruit every day.
6. Drinking at least four glasses of water every day, one before breakfast.
7. Spending part of every day out of doors.
8. Head erect—Chest up—Waist flat.

OTHER IMPORTANT HEALTH SUGGESTIONS

1. Know where your drinking water comes from, or you can be pretty sure where you are going.
2. Close air is a poison.
3. Swat the fly.
4. To bar disease—use a bar of soap.
5. Would your finger-nails take first prize at a county fair? A nail brush costs 10 cents.
6. Have horse sense and eat oatmeal.
7. Fresh air, good food, and sunshine are three of the main rules of the health game.
8. Keep the head cool and the feet warm and dry.
9. Bad teeth cause many ailments.
10. If you are proud of your town, make your back-yard show it.
11. Try today to sit up and stand up straight, to eat slowly, and to attend to each need of the body at its regular time.
12. Work, play, rest, and sleep every day.

GOOD CITIZENSHIP

A good citizen should know how to write his own letters.

A good citizen should know how to read the newspapers and the Bible.

A good citizen should know how to keep his own accounts.

A good citizen should have good food for his children.

A good citizen should keep his children well.

A good citizen should keep his children in school.

A good citizen should work and play.

- A good citizen should help his community.
- A good citizen should vote.
- A good citizen should pay his debts.
- A good citizen should learn self-control.
- A good citizen should be willing to pay his taxes.

LETTER-WRITING SENTENCES FOR DICTATION

(Almost all of them taken from letters written by adults)

This list of sentences grew out of a number of lists made at the request of students not yet sure of themselves, who were most anxious to write their own letters. They said that with such a list they could find just what they wanted to write, or something so much like it that they could work it out for themselves.

- The children are well. The baby has been sick.
- I saw her on Sunday. She was looking well then.
- No one has been here.
- I am surprised to hear that you have moved.
- I am going next Monday. I addressed three letters yesterday.
- Please answer this right away. I have 56 chickens.
- Have you canned much fruit? I have canned 124 pints of peaches.
- Has John been in town this week?
- Are you coming to see us next Monday?
- We want you to spend Saturday and Sunday with us. Bring the children.
- There are many Community Schools in Buncombe County.
- We laughed when we saw it. It's cheap enough.
- It seems to me there's nothing else for you to do.
- They came over in the car last Wednesday.
- Don't laugh at her mistakes.
- Is Mary eight or nine years old?
- Can we have breakfast at eight o'clock?
- Please excuse Tom's absence yesterday. He was sick.
- I'm sorry that you can't come. Her niece knew my cousin.
- Do you remember how many I ordered?
- The doctor says I'm getting better.
- I hope you will soon be well and strong.
- It may freeze before Monday.
- Which part of town do you like best?
- Have you read Mary's new book?
- Do you raise much corn? Yes, I raise more corn than anything else.

When did you hear from John? It has been two weeks since I heard from him.

I saw a good ball game last Thursday.

Can you let us know tomorrow?

Baby took her first step today. She can say five or six words.

Is your sister with you now? Does she help you much?

Did he bring the sugar to you yesterday? Is your cough better?

I haven't heard from the family for a month.

Where were you last night?

Stop and look before you cross the railroad track?

How did she hurt herself?

I ought to have done it long ago.

Did you ever hear such a queer story?

What is the price of your baskets?

Please write your brother at once.

Do you raise turkeys and chickens? Yes, we raise turkeys and chickens.

They can't finish the house before June.

It is forty miles to Asheville.

I have four dozen eggs for you.

I buy my vegetables from the market.

Where do you get your vegetables? I raise them in my garden.

For 15 or 20 cents you can have a daily paper sent to you for a week.

Thank you very much for those beautiful roses.

Mr. Robert Miller and Miss Jane Gray were married last night.

How much do you weigh now? I have only one chance.

She will be buried there.

We are all so glad you are coming to see us.

I thank you very much. Do you wish to pass?

I beg your pardon. May I help you? Excuse me.

His son is a doctor. I signed the deed. It seemed best.

He earned enough to buy himself a suit of clothes.

All of the children will spend Christmas at home.

Aren't you glad you joined the library?

You didn't answer my last letter.

We are needing rain badly. I went fishing yesterday.

We have just been having the finest meetings at our church.

Mr. Smith is a great preacher. I was glad to get the Testament.

I have learned to write in the Community Schools.

We go to school two nights a week.

My baby is a fine little fellow.

The mountain laurel is in full bloom.
The rhododendron is beautiful.
The flame azalea is one of our prettiest flowers.
We are sending you some trailing arbutus.
North Carolina is called the "Old North State."
I pay my taxes.
I never expected even to write my own name until about two months ago.
If I can read and write, I can help myself and my children more.
I like for my taxes to help pay for the school to teach grown people.
I wish you a Merry Christmas and a Happy New Year.
We planted our garden. I wish you could see our onions.

A poem many students have liked:

IT COULDN'T BE DONE

Somebody said that it couldn't be done,
But he, with a chuckle, replied
"That maybe it couldn't, but he would be one
Who wouldn't say so till he tried;"
So he buckled right in, with a trace of a grin
On his face. If he worried, he hid it.
He started to sing as he tackled the thing
That couldn't be done—and he did it.
Somebody scoffed, "Oh, you'll never do that,
At least no one ever has done it."
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done—and he did it.
There are thousands who'll tell you it cannot be done,
There are thousands who prophesy failure;
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of grin,
Then take off your coat and go to it.
Just start in to sing as you tackle the thing
That "cannot be done"—and you'll do it.

—EDGAR A. GUEST.

A HANDFUL OF SHARED KNOWLEDGE

"A SHARP TOOL FOR QUICK USE"

1. What is the philosophy or working point of view of the North Carolina Adult Education program?

It is an experience program—we learn to do by doing.

It is based on the interests and purposes of adult students and organized around their problems.

2. What have we found to be the major interests and problems of adult elementary students?

Self and home improvement, including children.

Jobs.

Community relationships—finding own place in community life.

Recreation—emphasis on travel, music, flowers, radio, etc.

3. What is the two-fold purpose of the program?

To help individuals in the adjustment and enrichment of their lives.

To help North Carolina in the conservation of human resources.

4. What are the three stages, as outlined in conferences, of our three-year program?

Initiation—Changed lives.

Development—Changed homes.

Permanency—Changed communities through changed lives and changed homes.

5. Why do we have a culminating activity each year? What will be the theme of the culminating activity in 1939? What are the purposes of such an activity?

Our work is motivated and integrated through culminating activities. The theme of the culminating activity in 1939 will be "Changed communities through changed lives and changed homes."

The purposes of the culminating activity: (1) To give satisfaction to the students. (2) To interpret the program to the public and to future students. (3) To serve as a measuring rod of the students' and teachers' work.

6. Under what three topics have we grouped all of our problems?

Materials, Methods, and Management.

7. What is the master key for solving all of our problems?
Reflective thinking, or "how to think."
8. What are the steps used in thinking through our problems?
 1. Problems
 - A. General problems.
 - B. Specific problems.
 - C. Sub-problems, or enabling problems.
 2. Data—(Facts)
 - A. Types of data needed—(What we need to know).
 - B. Sources of data—(Where can we find out what we need to know).
 - C. Methods for securing the data—(How can we find out what we need to know).
 - D. Organizing and interpreting the data.
 3. Summary—(In practical, usable form).
9. What methods have we discussed which are basic in all phases of Adult Education?

Methods that will enable the student to:

Start where he is.

Go in the direction he wants to go.

Go at his own pace.

Make satisfying use of new learnings for present purposes.

See next definite steps ahead.

Want to take these steps.

10. What three related activities have we found to be essential in making our plans successful?
Preparation, activity, and follow-up.
11. What have been our objectives both in student activities and in-service teacher-development?
 - New information.
 - New skills.
 - New attitudes.
 - New insights.
 - New habits.
12. With what allied programs have you cooperated effectively during the years of initiation and development?
13. Why is measuring progress important in Adult Education?
It is important to make frequent and varied measure-

ments of progress, without tension, and for purposes of guidance. The students feel a sense of satisfaction and reward in progress made.

In measuring progress it is necessary to set up clear-cut objectives in order that the work may later be checked against these.

14. Has knowledge of your students' hobbies increased your effectiveness in helping your students solve their problems and yours? Has your own hobby been a help in your teaching?

15. What is Dr. Thorndike's estimate of how much most of us get out of a lecture?

According to Dr. Thorndike:—We understand less than two-thirds of what we hear, we remember less than one-third, and we organize and use less than one-sixth.

Do you remember the story of the old negro preacher?

16. What books and chapters have been most helpful to you in solving your everyday problems?
17. How many of the methods of holding attendance, listed on page 25 of Gray's Manual, have you tried with success?
18. Which principles have helped you most in deciding on methods for approaching students?
19. What are the criteria for evaluating a conference?

I gave something to the conference.

I got something from the conference.

I tried this and this and this when I went home.

I wondered if I could adapt this and this and this and I did.

My imagination was kindled.

I knew I had grown.

The conference had a certain charm.

20. Based on what you know by your community, what are the twelve most desirable changes for you to carry out during the year of permanency?

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